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| **Unit Author** | | | | | | |
| First and Last Name (teacher and librarian) | | | | | Ray Johnson – GOAL Academy; created by Lisa Sorlie | |
| School District | | | | | Gillett School District | |
| School Name | | | | | GOAL Academy (charter school – middle school) | |
| School City, State | | | | | Gillett, WI | |
| **Unit Overview** | | | | | | |
| **Unit Title** | | | | | | |
| Acceptance and Tolerance | | | | | | |
| **Unit Summary** | | | | | | |
| This unit is rooted with the theme of acceptance/tolerance. YA literature is chosen to promote engagement of text, and more complex mentor texts were chosen to compliment the literature in accordance with the Common Core Standards. Since multiple grade levels are taught simutaniously, this is written for both 6-7th grade levels. As per Mr. Johnson’s request, the unit will utilize technology for the creation of the final project. | | | | | | |
| **Subject Area** | | | | | | |
| English/LA | | | | | | |
| **Grade Level** | | | | | | |
| 6-7 | | | | | | |
| **Description of Student Inquiry Assignment (What students will be asked to do and final product)**  **Students will create a Public Service Announcment (PSA) with the message of acceptance or anti-bullying.** | | | | | | |
| **Approximate Time Needed for Entire Unit** | | | | | | |
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| **Unit Foundation** | | | | | | |
| **Targeted Content Standards and Benchmarks** | | | | | | |
| **Common Core Standards:** | | | | | | |
| **Student Objectives/Learning Outcomes for Unit** | | | | | |
| \* Gain insight about acceptance/tolerance through literature and movie media.  \* Be able to discuss literature with other peers through the implementation of literature circles.  \*Synthesize information through the creation of a Public Service Announcement highlighting an area of need in the school/community with relation to tolerance. | | | | | |
| **Curriculum-Framing Questions for Unit** | | | | | |
|  | | **Essential Question** | | **What molds who we are and our perspectives? How can we know what’s right?** | |
|  | | ***Unit Questions*** | | How can intolerance and prejudice affect lives? What can we do to become more tolerant as a whole? How can a person's personal beliefs and attitudes affect the lives of others in the larger community? What might persuade a person to re-evaluate their opinions towards others? | |
|  | | ***Content Questions*** | |  | |
| **Assessment Plan** | | | | | |
| **Assessment Timeline (formative and summative assessment of content and information / technology literacy objectives)** | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Before project work begins** | | **A students work on projects and complete tasks** | | **After project work is completed** | | |  |  |  |  |  |  | | | | | | | |
| **Assessment Summary** | | | | | |
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| **Unit Details** | | | | | |
| **Prerequisite Skills** | | | | | |
| **Student Prior Knowledge (content and information and technology literacy skills)**  - be able to understand the terms of: values, prejudice, bullying, tolerance, and acceptance  - be able to access web tools and resources | | | | | |
| **Instructional Procedures (Day by day schedule with activities, grouping, resources, responsibilities of teacher and librarian)** | | | | | |
| **Day 1:** **Intoduction to Unit:** Respond to the following prompts (blogged, bubbl.com, etc):  ***6th grade:*** Have you ever felt misjudged by someone? What impact did their thoughts and opinions about you have upon you? In the past year, did you ever need to stand up for yourself or another that was being bullied or picked-on? What resulted from that incident?  ***7th grade****:* Have you ever heard of tragic events stemming from intolerance? What happened; how was it resolved? In the past year, did you ever need to stand up for yourself or another that was being bullied or picked-on? What resulted from that incident?  *Yr. Rotation #1*: Show video: <http://www.youtube.com/watch?v=ha6QP-qvVZw> Facilitate a group discussion about the writing prompts and the video clip.  *Yr. Rotation #2*: <http://www.youtube.com/watch?v=G_CLsqpvC94> or <http://www.youtube.com/watch?v=GrV_ZvwZRvw> Facilitate a group discussion about the writing prompts and the video clip.  **Book Talks** – library media specialist to assist with these. Assignment: Sign up for book to use.  **Day 2:** Kick off to the Unit (allowing teacher/LMS to gather books)  Yr. 1 Rotation: Movie: Simon Birch  Yr. 2 Rotation: The Traveling Trunk <http://www.discoveret.org/knohate/trunk.html>  Blog/discussion posts:  **Day 3:** | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | |
|  | **Special Needs Students** | | Obtain audio versions of books. Allow students to share, if they feel comfortable, their story of challenges. | | |
|  | **Nonnative Speakers** | | Download translated books or choose books with less complex lexiles. Obtain audio versions of texts. | | |
|  | **Gifted/Talented Students** | | Choose book with higher lexile complexity and length to challenge the students’ stamina. Use a Web 2.0 tool new to the student/s to create the final product. Teach others the new web tool. | | |
| **Materials and Resources Required For Unit** | | | | | |
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| Camera  Computer(s)  Digital Camera  DVD Player  Internet Connection | Laser Disk  Printer  Projection System  Scanner  Television | VCR  Video Camera  Video Conferencing Equip.  Other |
| **Technology – Software** (Click boxes of all software needed.) | | |
| Database/Spreadsheet  Desktop Publishing  E-mail Software  Encyclopedia on CD-ROM | Image Processing  Internet Web Browser  Multimedia | Web Page Development  Word Processing  Other Web 2.0 tools such as Voki, XtraNormal, etc as per students' interest. Also, if creating a podcast, then a software that allows audio creation. |

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| **Printed Materials** | **Books Suggested:** (note-highlighted books offered to only 7th graders; all others are offered to both 6-7th)  *Thirteen Reasons Why* by Jay Asher, lexile 550XXX  *Stargirl* by Jerry Spinelli, lexile 590 xxx  *Phoenix Rising* by Karen Hesse, lexile 610 xxx  Monster by Walter Dean Myers, lexiel 670 (note 304 pgs., but “fast” reading bk.) xxx  *Tangerine* by Edward Bloor, lexile 680 xxx  *Out of My Mind* by Sharon Draper, lexile 700 xxx  *The Outsiders* by S.E. Hinton, lexile 750 xxx  *The Boy Who Dared* by Susan Campbell Bartoletti, lexile 760 xxx  *Rules* by Cynthia Lord, lexile 780 xxx  *Does my Head Look Big in This?* By Randa Abdel-Fattah, lexile 850 xxx  *Chicken Boy* by Francis O’Roarck Dowell, lexile 860 xxx  *Roll of Thunder, Hear my Cry* by Mildred D. Taylor, lexile 920 xxx  *Bat 6* by Virginia E Wolff, lexile 930 xxx ~~The Pigman by Paul Zindel, lexile 950~~  *Freak the Mighty* by Rodman Philbrick, lexile 1000  **Read Aloud texts:** *The Sneeches* by Dr. Seuss  *The Other Side* by Jacqueline Woodson  *Am I Blue; Coming out from the Silence* by Marian Dane Bauer (\*Note- this could be used as a 7th grade book if the teacher sees fit, or it can be used to read the first couple of short stories aloud to all the students).  **Mentor Texts** as listed in Internet Resources |
| **Supplies** | Computer access, texts as listed, and Materials and Resources as checked.  DVD: Simon Birch  Traveling Trunk: [www.korrnet.org/knohate/trunk.html](http://www.korrnet.org/knohate/trunk.html" \t "new) <http://www.discoveret.org/knohate/trunk.html> |
| **Internet Resources** | **Mentor Text Articles:**  Tolerance by Jorn Malik  <http://www.1-costaricalink.com/articles/tolerance.htm> lexile 950  Bullying is Not Just “Kidding Around”  <http://www.pennlive.com/editorials/index.ssf/2010/10/teen_bullying_is_not_just_kidd.html> (1280 lexile)  Bullies Target Obese Kids (Hey U.G.L.Y)  <http://www.heyugly.org/bulliesTargetObeseKids.php> (lexile 1370)  Obese Kids More Vulnerable to Bullies by Anne Harding  <http://www.cnn.com/2010/HEALTH/05/03/obesity.bullying/index.html> (lexile 1410)  **Contest for Video Production of Acceptance or Anti-Bullying PSA:**  <http://www.heyugly.org/contests.php> |
| **Other Resources** |  |

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